

The Role of Inclusive Education Curriculum Management in Realizing the Quality of Education

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Abstract

This study aims to describe the relationship between curriculum management and the quality of inclusive education at SMP Negeri 8 Watampone. Using a qualitative descriptive method with a field research approach, data were collected through observation, interviews, and documentation. The results show that inclusive curriculum management involves structured planning, implementation, and evaluation, tailored to meet the needs of students with special needs. Planning includes lesson plans, individualized education programs (IEPs), and class administration. Implementation highlights the importance of communication, learning modification, and teacher adaptation to diverse student needs. Evaluation is conducted both formally and informally to monitor student progress. Furthermore, input, process, and output indicators reflect the school's efforts in recruiting, supporting, and evaluating inclusive education. The study concludes that effective curriculum management significantly contributes to improving the quality of inclusive education through well-coordinated resources, competent teachers, and responsive learning environments.

Keywords: Curriculum management, inclusive education, education quality

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Citation: Pratama A., dkk., (2023). The Role of Inclusive Education Curriculum Management in Realizing the Quality of Education. *DIDAKTIKA: Jurnal Kependidikan*, 17 (1), 146–158.

<https://doi.org/10.30863/didaktika.v17i1.8928>

The article is published with Open Access at: <https://jurnal.iain-bone.ac.id/index.php/didaktika/>



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INTRODUCTION

The role of educational institutions is very important in the development of human resources. Quality education is expected to produce intelligent human beings who are able to live independently in society and become responsible people for the nation and state. Education aims to foster the whole human personality so that it can perform its role in life. In addition, educational institutions are not only a place to equip knowledge, but also as educational institutions that can provide cognitive abilities, skills, and social attitudes that are expected to be useful in interacting with the wider community.

The implementation of inclusive education in schools requires good management related to the curriculum. Curriculum management is indispensable in organizing inclusive educational institutions. This is very helpful for inclusive educational institutions in formulating planning, implementation processes, and evaluations in order to achieve certain goals. The curriculum can be interpreted as a planning document that contains the objectives that must be achieved, the content of the materials and learning experiences that students must do, strategies and methods that can be developed, evaluations designed to collect information about the achievement of goals, and the implementation of the document that is designed in real form. The curriculum is related to four components, namely, graduation standards, content standards, process standards, and assessment standards that need to be implemented by qualified teacher human resources and supported by adequate facilities.

The implementation of inclusive education in Indonesia already has a strong foundation, namely a religious foundation and a juridical foundation, first the foundation of religion as a religious nation and the majority of the population of Indonesia is Muslim. Education cannot be separated from its relationship with religion. Allah SWT, states in the Quran that the essence of human beings is different from each other. Allah SWT, created humans to be different from each other with the intention of being able to interact with each other in order to help each other.

The second basis is juridical, the international juridical basis of the universal declaration of human rights accepted and formulated by the United Nations General Assembly on December 10, 1948. Regulation of the Minister of National Education number

70 of 2009 concerning inclusive education, for students who have abnormalities and have the potential for intelligence or special talents. Law Number 20 of 2003 concerning the National Education System article 5 paragraph (2) states that citizens who have physical, emotional, mental, intellectual, or social disorders are entitled to special education. National Education System Law Number 20 of 2003 article 34, that every citizen who is 6 years old can participate in the compulsory study program. The law shows that children with special needs have the same opportunities as normal children in education. So far, not a few people have not received positively the presence of children with special needs. Some of them still treat children with special needs discriminatory.

As time goes by, reflecting on the importance of education for every citizen is a human right. Inclusive education is an education that provides opportunities for children with special needs to enter regular school. Inclusive education is an education delivery system that provides opportunities for all students from various conditions and backgrounds of education and learning in one environment together, with educational services that are tailored to the needs of funds and students' abilities. The important point of inclusive education is that there is no discrimination based on differences in background in the world of education and that everyone has the right to a decent education.

The quality of education must absolutely be based on the process, there will be no quality education without a quality process. Inclusive education pays great attention to the quality of the process. Schools that accommodate all children put flexibility and children's needs first. Inclusive education puts children to support each other or others to progress together according to their strengths and abilities (cooperative) rather than competitive. This view sees that differences are opportunities to learn. Quality can be seen if students develop optimally according to their respective capacities. In other words, there is no uniformity.

Based on the researcher's initial information through observations at SMP Negeri 8 Watampone, the facts show that there is a lack of supporting facilities for the inclusion education system such as learning media, facilities and infrastructure needed for children with special needs. The limited knowledge and skills possessed by teachers are because there are no teachers who have an extraordinary educational background. This shows how the

inclusive education system has not been properly prepared. This kind of condition clearly adds to the burden of duties that must be carried out by teachers who are directly faced with technical problems in the field. Seeing the conditions that occurred, the researcher was interested in conducting research at SMP Negeri 8 Watampone because the researcher considered that this school needed to be planned, implemented, and evaluated the curriculum. Based on these things, researchers are interested in conducting research.

METHOD

The research method used is descriptive using a qualitative approach. Qualitative descriptive research is research that does not use mathematical, statistical or computer models. The research process begins by compiling basic assumptions and rules of thinking that will be used in the research. These assumptions and rules of thinking are then systematically applied in the collection and management of data to provide explanations and arguments. Qualitative research on the information collected and processed must remain objective and not influenced by the researcher's own opinion. This research will explain and reveal the relationship between inclusive education curriculum management in realizing the quality of education at SMP Negeri 8 Watampone.

In this study, the author uses data types in the form of primary data and secondary data. Qualitative research by a researcher or with the help of others is the main data collection tool. Researchers are key instruments, through observation, interviews, and documentation studies. This is done because, if you use non-human tools and prepare yourself in advance as a tool commonly used in classical research, it is very impossible to make adjustments to the realities in the field. The term human instrument in qualitative research, the researcher himself acts as a research instrument. Of course, in this position, data retrieval skills are indispensable for researchers. The success or failure of this research depends more on the ability of the researcher to collect data.

The data collection technique used by the researcher is Field research, which is data collection by means of direct research to the research location using observation, interview,

and document techniques. The data analysis used in this study is in the form of data reduction, data presentation, conclusion drawing and verification.

RESULTS AND DISCUSSION

Inclusive Education Curriculum Management

The first step of the inclusion curriculum management at SMP Negeri 8 Watampone is the preparation stage carried out in classroom management, according to Lukman commenting that:

"The first preparation is learning planning, development of promes, RKM, and RKH learning plans, principles of planning, organization, timing, one meeting of at least 180 minutes, frequency of meetings at least five times per week, division of time in each activity, classroom arrangement, providing adequate space, flexible seating arrangements, arranging furniture and game equipment, building a classroom climate, speak in a friendly voice, guide the child, help the child and solve the burden."

Furthermore, how to manage the classroom so that students play an active role in learning, according to Nurlailah explained that:

"To make students active in class, one of the ways that is done is through games and quizzes in between learning and giving appreciation. So as teachers we must always try to understand students from all conditions and take advantage of these conditions to make students play an active role in learning. Give students time to ask questions about something that isn't clear, or give them time to express their ideas or views that haven't been expressed."

Regarding the steps of teachers in determining enrichment materials for students who are already capable of learning, according to Lukman commented that:

"To determine the enrichment of students who are already able, of course, it is carried out in groups. Maybe in one class it is found that more than one student is a fast learner, and the teacher estimates that the level of student learning speed is almost the same, then the enrichment program can be carried out in groups. Another possibility is that teachers gather fast-learning learners in a group of several different

classes, and this does not mean that they do not participate in regular teaching. They continue to study together with their friends and at a certain time, if the teachers think they are being given an enrichment program, they are then grouped into groups of fast learners."

In relation to the way teachers determine remedial materials for students who are less able in learning, according to Aliyas commented that:

"For underprivileged students, the implementation of remedial learning is adjusted to the type and level of difficulty of students which can be done by providing individual guidance. This is done if there are several children who experience different difficulties, so they need individual guidance. The guidance provided is adjusted to the level of difficulty experienced by students."

Regarding the steps of teachers to determine teaching methods, according to Lukman, he commented that:

"To choose and analyze learning methods, there are things that need to be considered, including the state of the students which includes considerations about the level of intelligence, maturity, and other individual differences. The goal to be achieved, if the goal is to foster cognitive areas, then the drill method is not appropriate. Situations that include general things such as classroom situations, environmental situations. The tools available will affect the choice of method to be used. If the experimental method is to be used, then the tools for the experiment must be available, also considering the quantity and quality of the tools."

The way teachers communicate well with students in delivering learning materials, according to Aliyas commented that:

"One of the ways it is done is to respect students. If the Smart Teacher has to criticize or reprimand students, do so in an appropriate way so as not to hurt the student's self-esteem and pride. An educator or teacher must be able to appreciate each student he or she educates. Mutual respect and mutual respect are the first law in communicating with others."

Regarding the steps of teachers to clarify learning if students misunderstand or do not understand, according to Lukman, he commented that:

Of course, the steps we take are to determine which students have learning difficulties, the technique can be done by observing the student's learning process, researching the test scores, and then comparing them with the average grade of their class, also checking the students' personal notebooks in the Counseling Guidance (BK) teacher, determining the special form of learning difficulties, determining the factors that cause the learning difficulties, For example, because the teaching method is not suitable, or the subject matter is complex and establishes appropriate remedial procedures.

Regarding the way teachers encourage students to be actively involved in the learning process, according to Aliyas commenting that:

"Activities that can be done by teachers to increase the activeness of students in the classroom are by doing practice. With the implementation of practice, students are required to always actively ask questions and actively find various sources so that the practice they carry out is successful. By inviting students to practice, it has indirectly increased their activeness. Quiet and shy learners will be stimulated to become more active than ever because practice requires vitality."

Meanwhile, related to the way teachers provide exercises to students in the learning process, according to Lukman commented that:

One of the steps taken is to change students from emphasizing individualistic learning, to learning that supports the willingness and ability to work together and must change their perception that teaching work is no longer their domination, but anyone can become a teacher.

In relation to the way teachers demonstrate mastery of learning materials to students, according to Aliyas commented that:

"The way it is done is to provide material on argumentative essays, develop students' ability to communicate and reason, provide language skills training in writing

argumentative essays, be sensitive to misspelling misuse, instill the importance of writing planning as a goal-oriented and contextual activity."

Regarding the teacher's step in explaining the relevance of learning materials to his daily life, according to Lukman, he commented that:

"The subject matter should be designed in such a way that it suits students' understanding in daily life. This is important so that the student's reflection process runs simultaneously with the material provided. Of course, the reflection process can help and make it easier for students to carry out the process of remembering, observing, and analyzing."

The evaluation assessment for students is carried out orally or in writing, according to Aliyas commenting that:

"Assessment instruments for students can be in the form of formal or informal procedures to produce information on students' success in learning. Assessment instruments can be in the form of written tests, oral tests, observation sheets, interview guidelines, structured or unstructured tasks, portfolios, performances, and so on."

Regarding the evaluation of assessment and student development, according to Lukman, it is necessary to comment that:

"Learning assessment needs to be carried out because assessment is a series of activities carried out to evaluate and analyze and measure students' abilities systematically and continuously. The goal is so that the level of success of a learning process can be seen."

Quality of Education

Regarding input, the way the school recruits children with special needs, according to Aliyas commented that:

"The way we do it in recruitment for children with special needs includes the planning stage for the admission of new students where this stage is carried out through an assessment process for children with special needs. The second stage,

namely the admission of new students, at this stage will be carried out by the new student admission committee formed at the PPDB meeting." S

Regarding the obstacles experienced by schools in the early identification of children with special needs, according to Aliyas, he commented that the implementation of inclusive education and overcoming problems include the limited number of special supervisors for inclusion students, human resources in inclusion schools are mostly still experiencing difficulties in modifying the curriculum, schools do not have special service rooms and this attitude affects the number of students entering schools Regular.

Meanwhile, regarding the inclusion education curriculum is the same as the regular curriculum, according to Aliyas commented that:

"The curriculum used in the implementation of mainstreaming schools is basically using the regular curriculum that applies in public schools. However, because the variety of obstacles experienced by ABK vary greatly from light, medium to severe, so in its implementation in the field, the regular curriculum needs to be adjusted in such a way that it is in accordance with the needs of children.

Regarding the implementation of the inclusive education curriculum that has been enforced according to the rules, according to Aliyas, he commented that if the problem of implementing the inclusive education curriculum is not possible, we have not been able to implement it optimally. There are still many shortcomings so it is still necessary to make improvements and follow the existing procedures that lead to the introduction of the curriculum.

Regarding the learning facilities and infrastructure of the inclusion program have been fulfilled, according to Aliyas, he commented that the facilities and infrastructure of inclusive education are hardware and software used to support the successful implementation of inclusive education in certain educational units. In essence, all educational facilities and infrastructure in certain educational units can be used in the implementation of inclusive education, but to optimize the learning process, it is necessary to be equipped with accessibility for the smooth mobilization of children

with special needs, as well as learning media that is in accordance with the needs of children with special needs.

Inclusive Education Curriculum Management in Realizing Education Quality

In conjunction with the planning of inclusive education curriculum management in realizing the quality of education, according to Aliyas, the curriculum management plan is certainly related to the learning tools that will be used by teachers and schools in carrying out the learning process. This course covers syllabus, lesson plans, PPI and other classroom administration that supports the learning program.

Regarding the organization of inclusive education curriculum management in realizing the quality of education, according to Aliyas, he commented that in organizing inclusive learning in this school, the principal gives a part to each teacher, especially those who play a direct role in inclusion education. This of course will give each part to the teacher in carrying out the learning process that is effective in accordance with the discipline they have.

In relation to the implementation of inclusive education curriculum management in realizing the quality of education, according to Aliyas commented that:

"If the implementation of the curriculum, of course, we see that it is based on the implementation of teaching, including various activities carried out by teachers, namely presenting teaching materials systematically and clearly; creating a democratic and participatory learning climate; maintaining the authority of teachers in the classroom; the use of varied teaching methods."

Regarding the evaluation of the management of the inclusive education curriculum in realizing the quality of education, according to Aliyas, he commented that: "If the evaluation of the curriculum, especially for students during teaching and learning activities, takes place in the form of assessments during teaching and learning activities, either orally, in writing, or through observation, follow up on the results of assessments that have been carried out during teaching and learning activities."

CONCLUSION

The management of the inclusive education curriculum at SMP Negeri 8 Watampone includes planning which includes teachers making preparations made in classroom management, teachers managing the classroom so that students play an active role in learning, in implementation activities including teachers communicating well with students in delivering learning materials and teachers demonstrating mastery of learning materials to students and teachers explaining the relevance of learning materials to life day-to-day. At the evaluation stage, the teacher conducts assessments, evaluations to students are carried out orally or in writing, and teachers evaluate assessments and student development.

The quality of education at SMP Negeri 8 Watampone can be seen from three aspects, namely input which includes the school recruiting students, the use of the curriculum, and the implementation of the educational curriculum that is in accordance with applicable regulations. In the process aspect, educators have competence in accordance with their fields, applying learning with various methods, high interest in teaching, motivation in teaching and mastering teaching materials. Meanwhile, the output aspect includes exam results and graduates who have good enough grades who have a high social spirit.

The relationship between inclusive education curriculum management in realizing the quality of education at SMP Negeri 8 Watampone can be explained, namely by doing good curriculum management, of course, it will provide a good quality of education as well. This is supported by inclusive learning, education educators, curriculum and infrastructure facilities that are sufficiently supportive for the learning process. The curriculum used for children with special needs and regular children is the same, namely using the 2013 Curriculum and schools prepare a special syllabus, lesson plan, PPI for each child with special needs.

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